

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

March 4, 2015 - 6:48 p.m.
Administrative Offices

Presiding: Comm. Jonathan Hodges, President

Present:

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

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

Comm. Manuel Martinez
Comm. Lilisa Mimms

Absent:

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

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

Comm. 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
March 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

Presentation on the District Anti-Bullying Bill of Rights Score and Harassment, Intimidation, and Bullying (HIB) – Investigations, Trainings, and Programs (ITP) Update

Dr. Evans: The first presentation is a Presentation on the District Anti-Bullying Bill of Rights Score and Harassment, Intimidation, and Bullying (HIB) - Investigations, Trainings, and Programs (ITP) Update. Mr. Best will be making that presentation.

Mr. T.J. Best: Good evening everyone By law, we have to report bi-annually all of the investigations, trainings, and programs that were conducted within the district as well as report out on what the Anti-Bullying Bill of Rights score was for the district. I have a presentation here. I'm going to run through it. Most of you have seen this. The only thing that has really changed is the numbers. I jumped over to the fourth slide which talks about the reporting for the HIB-ITP. We're responsible for reporting the number of investigations conducted, the number of incidents affirmed or found to be bullying by the Board of Education, the number of trainings, programs, targeted population, the number of participants, as well as the programs providing target populations, and school-wide conditions that were addressed in the programs that we provided at the individual schools. Just to give you a little bit of information of how we've done so far this year, you can see the number of reported incidents of bullying and the number of confirmed. There were a total of 275 reported incidents during the first four months of the school year and 119 of those incidents were actually confirmed to be bullying. We broke down each one of the reports by unit where you can actually see where the majority of the investigations were coming from. We still have a couple of schools who are pretty low. But if you see schools that have higher numbers, like School 4, that's actually a good thing considering the amount of students they have in the school. 35 incidents of bullying were reported is on par of where they actually should be. Unfortunately, we still have some schools that have zero or one reported incident of bullying. We're working very closely with our schools to make sure that they're accurately reporting all of the incidents of harassment, intimidation, and bullying. Here are the numbers for Unit II. I want to make a quick comparison between School 9 and School 12. School 9 is the largest school in the district. There are over 1,000 there and you can see that there were 22 reported incidents of bullying. That's on par when you think about the amount of students that they have. Only eight of those actual incidents were found to be bullying cases. This is compared to School 12, which had zero reported incidents of bullying and obviously none were confirmed by the Board because they weren't reported. We are working with the anti-bullying specialist at the school, the affirmative action representative, and the school safety team, which we renamed the culture and climate team, to make sure that they are reporting all the incidents that come about. We found out in this school that they were saying that most of the problems that the students were having were conflicts and students weren't actually using the word 'bullying' even if they felt that it might have been. As a result, they hadn't been reported as bullying, but we're working with that school and others to make sure that they start doing it. Another school you will see with a zero is the Early Learning Center. That's a preschool and you don't really expect any bullying to happen there. That number zero is actually a fair number as compared to School 12 that has a zero, which probably isn't a fair number. Here are high school numbers. You will see that most of our alternative high schools have zero reported incidents of bullying. It's the same kind of scenario for School 12 where the people at the school felt that there were conflicts. All of the incidents were conflict-driven and there was not an imbalance of power to cause a report of bullying. We still would like to see better numbers coming out in terms of the numbers that were actually reported. You see International High School and Garrett

Morgan both had zero reported cases of bullying as well. In terms of our trainings and programs provided, there were a total of 162 trainings which were one-time events conducted for our staff members. We had a total of about 85 trainings for students. These trainings could be people coming in to do workshops. We have partnerships with the Prosecutor's Office, the Sheriff's Department, the Paterson Police Department, as well as outside vendors that come in to specific schools for different workshops. Then we had 29 parent and community workshops. This is so far for the first half of the school year. Some examples of the trainings that we're doing, obviously for any new staff member or substitute to the district we give them the full training on the Anti-Bullying Bill of Rights legislation as well as the school district's policy. We've had special trainings for all our athletic coaches. We've had special trainings conducted for our school safety teams, which are our culture and climate teams, the people who are responsible for addressing culture and climate at the schools, not just bullying, but also implementing our PBSIS program. We've had trainings for our parent coordinators as well as very specific trainings at the schools. Our Sheriff's Department has gone to over half of our schools already and it's our goal throughout the school year that every school would actually have a training done by our Passaic County Sheriff's Department or our Paterson Police Department as it relates to anti-bullying. In terms of programs, they are a more systemic process, things that are more than just one-time per school year or just one event. 52 of our schools are actually conducting programs towards addressing bullying and improving the culture and climate. Some of the ones that you know of are PBSIS, which is in half of our schools right now, Halls that Inspire, and PRIDE Programs. We have various PRIDE Programs in our schools where we take students who have been involved in bullying activities and behavior and we allow them to participate in community service projects around the school to develop self-respect as well as pride for their school. Another program we have in the schools is I Can Problem Solve, which is a conflict resolution program that we have in about 6 of our schools. Several of our schools have mentoring programs as part of the PBSIS and in addition to the PBSIS as well. For example, at School 20 we have a Young Women's Leadership Group headed by Taisha Hilbert who's our culture and climate coordinator and has been working with the young women there during the course of the last three years. Based upon what she's been able to do with a group of young women we're duplicating that program and trying to implement it in other schools that have staff members who are willing to serve as mentors and advisors for an all-girls group as well as an all-boys group. The next part of the anti-bullying grade - the grade is assigned annually by the Department of Education. It's based primarily on a self-assessment that is conducted at each school. Each school is given a score and then the district score is an average of all of the schools put together. Districts are responsible by law for providing each of the scores on the website. All of our schools that have websites have the scores on there and the district's website has the district score. We're also responsible for reporting out those numbers annually at a Board of Education meeting and this serves that purpose. It's actually done through a self-assessment. The self-assessment looks at the entire year. There are eight different core elements that are addressed in the Anti-Bullying Bill of Rights legislation and schools are asked to rate themselves on how they're performing and implementing each one of the eight core elements. You have the elements here. The maximum score that you can receive is a 78. They don't assign a letter grade. It's actually a number grade. Just a comparison between last year and this year - two years ago the district scored a 48 out of a 75. Last year we actually improved to a 54 out of the 78. Certain things were not really taken into consideration the previous years that we're looking at this year. We expect our scores to dramatically increase. We'll probably go up to the high 60's in this year's self-assessment. We have here all of the scores for all the various schools. I'll answer any questions if you have any.

Comm. Kerr: When the schools have done their self-assessment, do we check and verify? Or do we have an assessment done by central office to compare both assessments and determine whether or not what you're getting from the school reflects what you know?

Mr. Best: It's a combination of both. The self-assessment has to be done on the school level and the school is responsible for inputting their self-assessment into a website portal that they only have access to. We are not allowed on the district level to alter a school self-assessment at all. That being said, we do review it and we work with the schools to conduct the self-assessment. The state is actually responsible for reviewing the self-assessment and comparing the state data. So the state is supposed to take the HIB-ITP data and then match that along with how the schools are rating themselves. What we found in the last two years is that the self-assessment has actually been the score that the state has given us. So they're going straight off what our self-assessment is. I'm not sure if they've actually taken a chance to dive into all of the information and do a thorough comparison. We have noted that there were a couple of schools that scored themselves low. We appreciate the fact that schools scored themselves low and the state has conducted a training last week which five of our schools attended because of their self-assessment. They rated themselves below average so the state provided training for them.

Update on Partnership for Assessment of Readiness for College and Career (PARCC)

Dr. Evans: The next item is a very brief update on PARCC and the implementation of PARCC. Monday, March 2 was the first full day of administration of PARCC. As the Board is aware, we've been working very hard in recent weeks and months to prepare. We've given you updates periodically, either in response to questions you've had regarding our technology readiness or as a function of presentations and communications related to PARCC. Districtwide we have slightly more than 16,000 students in grades 3-11 who either are or will be taking PARCC during the month of March. This includes special populations, which includes special education, English language learners, students with 504 accommodation plans, and general education students. Obviously the larger population is the general education population. We had tremendous support in getting ready from not only our staff, and we did make some additions and modifications to our staff to staff up, but we also secured the assistance of two consultants who were referred to us by the Department of Education. One of them, Mindy Proper, I designated as the project leader to ensure our readiness. She is an expert as it relates to the kinds of areas that we needed to address to be ready. Additionally, the entire technology team, that includes assistant superintendents, most cabinet members, the consultants themselves, and I met daily this week. We were meeting at least once every week, sometimes two or three times a week depending on the issues that we had to address to get ready. So far this week we've met each day, Monday, Tuesday, and Wednesday, and will be meeting again tomorrow to closely monitor activities in our school. If there's a problem that surfaces then we can get on it very quickly and resolve it very quickly without any serious interruption of the testing. The district intentionally began with general education students because of the uncertainty of the readiness of some of our special populations. For example, we needed to make sure that individual education plans for special education students included all of the appropriate accommodations or met accessibility needs that they had. In fact, we're still going through some of those making sure that everything that needs to be there is there. Because it's a smaller population the testing window that began on Monday is not a problem for us. In fact, we'll be starting all of those students as of next Monday. They should complete the test on a very short timeline. I want to

thank a lot of people for getting us to where we are. But before I do that, let me say Monday was great. I would like to say almost flawless, but it wasn't. It was great. We did not have any major difficulties on Monday. The general education population was the major focus of our work on Monday and that is the larger population. Administration of the test went extremely well. There were minimal to no difficulties in all schools. It was considered a great success. There was also success in how the students performed. Indeed, the consultants and others commented that the students were so masterful on the computers or tablets that they were using that they could teach the adults a few things. They mastered those tools. Staff in our schools had done an excellent job in preparing students to utilize the rulers and other tools that are on those computers. After careful review we have decided to begin administration of PARCC to the special populations that I alluded to on Monday. It should not take them long to do it. We're not talking about a large population. That's on March 9, by the way. The data that we're now reviewing to make sure that it's right should be completed. Actually, we were told that by the end of the day today it should be done. We just need to make sure that it's done right for the special populations so the test will accurately reflect what they've learned. I would also add that for a segment of the special education population they will not be taking PARCC. They will be taking DLM. Is that the correct reference? It's an alternative test that special education students who meet certain criteria take rather than PARCC itself. Again, I want to thank everyone associated with helping us to get ready, including and especially our consultant, Mindy, who I consider the expert in every aspect of what we were doing, whether it was the hard technology or the connectivity. She had some assistance from another individual who helped as well. Jasmine is not here tonight, but she deserves, as they sometimes would say, a shout-out. Jasmine has worked tirelessly to make sure that the data gets in, that everything is uploaded on time, and that it's accurate. So a special thank you to her, but I also want to thank everyone who has been associated with it. I'll pause there before I move on and entertain any questions the Board may have.

Comm. Martinez: No news is good news.

Comm. Irving: I just want to commend the Superintendent's office and Dr. Newell's office for making sure it went off without a hitch. I think we were all a little nervous. So, great job and I mean that. I like the fact that you were meeting every morning just to ensure that nothing is happening or if there are any kinks in the armor they get addressed daily. So, kudos to you, Dr. Evans, for making that happen.

Dr. Evans: Thank you.

Comm. Hodges: How many opt-outs have we had?

Dr. Laurie Newell: Good evening. Since the beginning of the PARCC on Monday we really start to see an uptick in parents who have decided to pull their kids out. Before we started the PARCC assessments last week and the weeks prior there were only a handful or so. As of this count when we start including the emails that we've been receiving we have 153.

Comm. Martinez: What was the total?

Dr. Evans: 16,000.

Comm. Hodges: Do we have any technological glitches?

Dr. Newell: For the most part it's been flawless. We've had here and there where children have gotten bounced out when they did the login. Then we were immediately able to get them back onto the system. We've had really a smooth past three days.

Comm. Hodges: I'm sure the press wanted to write about those stories of flawlessness in the Paterson School District. That's f-l-a-w-l-e-s-s, just in case they didn't know. Thank you. I'm looking forward to that story tomorrow.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: On Hinchliffe Stadium, there was an article that appeared in one of the local publications regarding snow that had been dumped on the field and it expressed a concern that snow was appearing on the stadium. I wanted to first acknowledge that we do understand the concern. However, as you know, in recent weeks we've had record amounts of snow and unfortunately we did not have a plan for the removal of excessive amounts of snow. Something my staff has heard me say many times is if a building is on fire you don't put together a committee and develop a plan. You grab a hose and start putting it out. That's literally what happened. We didn't have much of an alternative, if we wanted to open our schools, but to find the nearest place and put it. Meanwhile, we are developing a plan so that in the event that it happens again then we are more ready than we were. As a result those individuals who had some concerns about that, we have no intentions of doing any more harm to the field than has already been done with years and years of decay. But a plan is being developed to avoid that ever happening again.

Comm. Hodges: Dr. Evans, did they have trouble reaching the district to express their concerns.

Dr. Evans: I read about it in the paper. No one ever called me.

Comm. Hodges: That's too bad. It's unfortunate that they could have relayed those concerns to the district directly. We could have had some dialogue that would have been helpful and perhaps far-ranging in the future.

Comm. Irving: That would have made sense.

Comm. Hodges: Yes, it would have but apparently that wasn't the purpose.

Dr. Evans: The last item is an update as to where we are with the budget. Last week in the workshop we invested time in informing you where we were with the budget. We have until next Monday to complete the initial budget, but I asked Daisy to update the Board in terms of where we are at this point. There is a workshop scheduled on the 12th to give you the complete budget as it's prepared and engage you in ways I know the Board wants to be engaged. I know you want us to hear your comments, suggestions, and issues. I will say as Daisy comes to the mike, our biggest challenge right now is continuing to close the gap that exists between what has been asked for, and significant progress has been made, and what we were appropriated by the state and considering our federal dollars and other fund sources. One of the big questions that we're going to be asking you to engage with us on to help with decision-making is going to involve local taxes. I've been here six years and we have not raised local taxes. Meanwhile the city has for various reasons but we have not. One of the conversations that we should have is whether or not this is the year that we need to go ahead and do what we need to do. We didn't get any increase from the state. Nonetheless, that's a question that we need to discuss and make some determination on.

Ms. Daisy Ayala: Good evening everyone. I've given you a little draft that we've been working on to summarize what's been going on in the district. Going back to the last time we met we talked about the process. A budget was submitted. It was reviewed, looked at, and rejected. By the directive of Dr. Evans we sent the budgets back to the department heads and gave them a floor to work on. Whatever was spent in 2014 they had to come in within 3%. We don't have the \$52 million that we had last year. We're spending a lot of it. I don't see us generating \$52 million of non-spending items. We are spending what we did budget. With that being said, we don't have a lot of money in reserve moving forward for our subsequent year. We talked about the revenue last time. It's in that document I just provided. What we have new here is just an early draft of the proposed expenditures or appropriations. You'll look at revised department proposed budget. We've gone out and provided \$150 million for non-salaries. Salaries are \$241 million. Health benefits are \$64 million and other related benefits. Tuition reimbursement by contract we have to budget for. We have other benefits such as uniforms, FICA, pension, and another big cost is substitutes. The other one is non-salary, which includes overtime and extra comp. Of course, we know what the charter school is. It went up another \$2 million. At the end of the day, we have an appropriation of \$497 million, which is a lot more than what we have in revenue. With that being said, the difference is \$25 million. We're looking to address that by increasing the tax levy by \$5 million and reducing our overtime and extra comp by \$3 million. Dr. Evans has some ideas about reorganization within this building. Then we need to take a look at positions, resignations, attrition, sizing, and other related staff adjustments. Taking care of all that will bring us to a balanced budget.

Dr. Evans: I want to add that those figures at the bottom that Daisy has just alluded to are not signed, sealed, and delivered. The first one we have to talk about and make some decisions. Do we want to increase taxes, whether it's \$5 million, \$1 million, or whatever the figure is? We need to have that discussion, be thoughtful about it, and then make a decision. Moving forward that's a figure that we put out there in our discussions as a starting point.

Comm. Hodges: I just want to be a little comprehensive explaining all this here and then we can have some more questions. What do the local revenues mean?

Dr. Evans: The local tax levy?

Ms. Ayala: \$38 million is the local tax levy. \$200,000 is tuition that we get from outside. \$2.1 million is miscellaneous. For example, we get reimbursed for E-Rate and miscellaneous salaries for internal audits. They work in the district but they are actually employees of the state. We also have interest in there as well. That adds up to the \$2.1 million.

Comm. Hodges: This \$1.24 million difference in tuition, what is that from?

Ms. Ayala: They were considering a population coming in because of the new teaching school that was coming up.

Dr. Evans: Is it the charter school?

Ms. Ayala: No. This is about the big population of Chinese that were coming in. That was part of it. I think this is what I got, but maybe Dr. Evans can help you with that.

Dr. Evans: We were engaged in conversation with the Board last year – we haven't this year yet – about a conversation involving some of our local partners are St. Joseph's and other places about a school that would bring in students from China. The intent was to create a high-performing school for high school students starting with eleventh and twelfth graders and then eventually including ninth through twelfth graders. It would be populated with a segment or up to 50% of students who would come to our country. Then the other 50% from our district would be a part of the school. The planning is on hold right now. I know some meetings are being talked about to determine if indeed we want to move forward with that, but that's what that was about.

Comm. Kerr: I know to prepare this budget in this time is a very difficult situation. Everybody is having difficulty in terms of preparing the budget and finding necessary revenue sources to fund adequately whatever needs to be done. But there are things that we need to be talking about that I really don't see happening here. We talked about presenting to the state the fiscal hardship that it is causing the district when they're continually establishing charters. That's a problem for us because this year we will be spending another \$4 to \$6 million there. That's a big chunk of money. We talked about the attendance piece that we are being charged with. That's something like \$16 million.

Comm. Hodges: \$19 million.

Comm. Kerr: I'm sure there are other things that we could identify that would reduce the burden on the district. I understand that \$38 million is not a big deal of money and that's what we've been paying for quite some time now. However, we have to understand the impact if we increase the municipal levy in terms of the educational contribution to the district budget. Paterson is a city that gets its total revenue from property owners. We have a lot of people here who are retirees and people who have set or fixed incomes. To raise taxes on some of these people again when you have a single family home and you're paying something like \$11,000 or \$12,000 a year and you're not getting a whole lot of services for that \$12,000. The state is not really adhering to the formula that they put in place to support the education for our kids here. They have totally disregarded that formula. We are not getting the resources that we need to address the education of our kids. Now we are charged with finding money to do what the state is supposed to be doing. It's going to be very difficult. I know the situation. You get so much money and you have to chop it up in so many ways to address the issues. But I think we need to tell the state that they need to review at least the charters because we still have to open the 52 schools. They take \$6 million and we still are going to be servicing 52 schools. We're not going to close 10 buildings. I think we need to have a moratorium on charters and also on the attendance piece. I think we need to make strong representation to the state before we start talking about taxing residents of Paterson to pay more. It will be hell in this city when we tell them they have to pay more taxes and the services that they get in terms of education, for some people living here the schools are not good enough to send their kids. They have to send their kids to private schools and still pay their taxes. I have a problem with it. I think we need to exhaust every option. The taxes should be the last thing we look at. Again, you said we need to talk about it and I'm open for that.

Comm. Irving: I want to echo what Comm. Kerr said. I called for this conversation last year and folks got on my case about even engaging in the conversation. I think that realistically we are coming to a head. Whether it's this year, next year, or the year after there is going to have to be a conversation about this community's financial commitment to its kids. I think that conversation that Dr. Hodges alluded to last week has to be done in conjunction with the City Council. We can't have the City Council raise taxes and then the School Board be handcuffed from ever asking this community to reinvest and

recommit to its kids. It's just impossible. That's a bigger system problem that we need to work out amongst our governing bodies between the Mayor's office, the School Board, and the City Council. I'm hoping that when we all do sit together that is a topic of conversation. At some point in time we have to be realistic. As a community we have to reassess our own commitment to our kids. But we can't do that because big brother called the City Council keeps trumping up taxes on taxpayers and we're being the responsible ones in saying it's not fair. It's not fair to taxpayers, homeowners, and business owners in this city to have to keep eating this. But it's also not fair to our kids. I think that conversation has to be very delicate, but an important one. To Comm. Kerr's point about exhausting all possibilities, what I don't see here are some recommendations I want to make very clear that I hope even after the budget is submitted we do some work looking at the conversation around our health benefits. The process by which we took this year to roll out health benefits was absolutely horrible. Again, if there are products and services out there that are equal or better to what we're getting and we're able to save money, I'm all for it. But I'm not for it if it's going to mean less for our teachers and staff. I think that should be explored. I think that substitutes, instructional aides, and the ability to contract certain professional services have to be on the table. I can't see ourselves going to taxpayers and saying we need \$5 million but we haven't done everything reasonably possible to find ways to shave elements of this budget off. Being fiscally responsible looking at contracts and professional services in certain departments has to be a conversation or at least a cost benefit analysis has to be done. If you want some examples offline I'll certainly give you some. I think this Board has engaged in some examples of where that funding and those resources will come. The conversation around contracting substitutes is one that should be had. In addition to that, I think \$16.5 million is a very aggressive number to be hoping for. Not knowing what's going to happen in regards to all those categories makes me nervous. I'd much rather us do our homework on the front end and say we've identified these respective areas that can certainly be targeted as far as right-sizing or cutting contracting to provide services. The next time we get together my expectation is that those elements will be explored, looking at health benefits, substitutes, contracting professional services. While I welcome the opportunity to discuss the tax levy, I don't want to have that conversation until this Board has been presented with all those other options. I think it's important to discuss, I'm not going to beat that horse, but it is vitally crucial that we sit here and explore all these other options. Even within the instructional budget within C&I, one other piece that I have to mention is specific consultants and programs that might be in question. I know, Dr. Evans, the IFL is something you firmly believe in, but that might be a conversation that we may have to create a very quick exit strategy for how to transition. There are other examples in the C&I budget that can certainly be adjusted. I know at this point in time we've only used about \$400,000 or \$500,000 of our contract with IFL. There's no reason to renew the contract for them for \$1 million if at this stage in the game we've only spent half of that. If that's the case, the remaining dollars should be rolled over. Are you guys doing it?

Dr. Evans: Yes. We reduced it from \$1.5 million to \$500,000. We've cut \$1 million out.

Comm. Irving: That makes sense. I think that's a responsible example of how to do this. This is a great overview, but the next time the budget is presented I'm not interested in going over these numbers. I think we're all smart enough to look, recognize, and study this. Now let's dig deep. Let's look in and look at what's happening within certain specific line items and start carving with a scalpel instead of a machete and just cutting left and right. To me that just doesn't make sense. Do you need me to write some of those recommendations down for you, Ms. Ayala?

Ms. Ayala: I know what you're looking for. You're looking for specific categories to see what's in there by vendor and justification.

Comm. Irving: And we need to start exploring other avenues and possibilities for some of the categories that I mentioned.

Dr. Evans: Ms. Jones, Cheryl, and Tineish have captured it. It's being recorded.

Comm. Mimms: Looking at what has been presented, I know it's a working document so we're going to continually work on it, but based on the operating budget the variance number is about \$33 million. Based on the numbers, about 85% of it comes from two different line items, the extraordinary aid and the appropriated fund balance. I'm not sure what those two line items represent. Could you explain what they are?

Ms. Ayala: Sure. Whatever we don't spend, some people call it rollover, goes into an account and sits there. Whatever is in there we usually plan for the subsequent year. Last year, we allocated \$52 million and that would be that \$46 million. The \$6 million equals that \$42 million. That's what we used outside of our revenue. Are you following me?

Comm. Mimms: So it's like the surplus.

Dr. Evans: Correct. It's carryover money from one year to the next.

Comm. Mimms: The extraordinary aid?

Ms. Ayala: The extraordinary aid is just for special education students, students that require additional services beyond a cap dollar amount. If we're spending \$55,000 per student we don't get anything. But if we're spending \$70,000 they'll reimburse us a portion of that \$20,000.

Comm. Martinez: I just want to piggyback and echo the sentiments of Comm. Irving. I think there's a lot of work we need to do internally before we start having any external conversations about any of these budgetary concerns that we're facing. Just to be clear, the intent of the discussion when we do meet with the City Council – and I think that's a necessary series of conversations that need to take place – is not to get into the deep dive with them. That needs to happen internally here first. I think the intent in meeting with them is just to put the possibility on the table that this is a discussion that we might have to have some time soon. Just to be clear, we're not going into this meeting with the intent of saying we need to raise the tax levy. No. We need to get our collective house in order first and have our ducks in a row before we go to them and discuss anything and take that deeper dive. I just want to be very clear about that. The intent is simply to discuss the possibility of further discussions that perhaps need to take place.

Comm. Hodges: Quite frankly, the real intent of that meeting is to bring the overall community a sense of where we are financially. People see the large numbers, \$594 million, and think with that you can do just about anything. They don't recognize that we're being held to 2009 funding for the last six years now, not only us, but other places. In addition to that, they don't realize that every year there's almost a 5% increase in our costs, although we're being flat-funded. The differences add up over time. Yes, we've had a large fund balance, but that doesn't mean we don't need the money. It does mean, in my way of thinking, that we didn't provide some of the services that our children do need. For instance, there's art, music, and some of the other

support services that could have taken us to another level. We didn't create those opportunities for our children. Those opportunities are still required. Where we are now and where this picture of what is going on now only gets more interesting as you look two or three years down the road if these conditions continue. That's the picture that has to be laid out, not just for the City Council, but also for the community at large. Paterson needs to understand that there's a big picture that's forming here, and it's quite ugly when it comes to the education of their children. Those are the things that we're going to go there to discuss. Quite frankly, the battle of taxes, if you really understand how this works we get transition aid from the state for city revenues so if we raise the taxes on the city, the city is going to turn around and say to the state, "We need \$5 million in addition to what you already give us." It's just a shell game. Both entities are under financial distress and both of them rely heavily on the state for that support. We don't have industry coming in here. We don't have large streams of potential revenue at this particular point in time. So the adjustment is going to fall on the backs of homeowners who, quite frankly, don't have anywhere else to go for that revenue except out of their pockets and that's a problem. And remember very recently we had a 29% tax increase on homeowners. I don't remember what it was last year. You're strangling people who are not getting 29% increases in their income. This whole picture has to be brought to the table so this community understands where we are and what we're looking at down the road so we can craft some longer term solutions to this situation as well as to the municipal budget. That's the purpose of all this.

Comm. Irving: Comm. Kerr and I were doing just a quick sidebar. Ms. Ayala, under the state aid appropriations there's transportation and then extraordinary aid. We're down roughly about \$3.1 million. What's the decrease?

Ms. Ayala: I pretty much budget what's realistic and what's been happening in the past couple of years. In 2003 it was a little inflated. I don't know exactly why. I'd have to look into it.

Comm. Irving: I'm talking about the extraordinary aid category.

Ms. Ayala: We received \$5.5 million in 2013.

Comm. Irving: And \$2.5 again.

Ms. Ayala: Then I budgeted \$2.3 million. \$5.5 million was not a realistic number. The state came in and did an audit and we have to pay that money back within four years.

Comm. Irving: They did an audit on...

Ms. Ayala: On 2012 and 2013. They found some discrepancy.

Comm. Irving: Related to...

Dr. Evans: I may be incorrect. Ms. Peron can correct me. That may have been the year that we pulled back a number of special education students for whom the cost of educating them in the private provider was a lot more and would have generated extraordinary aid. Was that the year, Ms. Peron? If it is, then that's at least part of the difference.

Comm. Irving: The point I'm trying to get to is that's \$3.1 million. To me that's almost 60% of the tax levy that folks are sitting here proposing. I'm just trying to figure out how we lost that.

Comm. Hodges: And could that not be spread out over time?

Ms. Ayala: If you look at history it's always been about \$2 million. That's an outlier, that \$5.5 million that one year.

Comm. Irving: It's been two years.

Ms. Ayala: No. They budgeted for this year. It was budgeted for this year, but that doesn't mean it's going to come in at \$5.5 million. It's not.

Comm. Irving: So why would we budget that \$5.5 million knowing it's an outlier?

Dr. Evans: If it's the year I think we're referring to here, prior to two years ago we were contracting with private providers to provide services for, in some cases, an entire classes of youngsters. When I say class I'm talking about class of special education. If you had this disability you were automatically served by an outside provider. We methodically began to pull that back and provide those services in-house because we could do it less expensively. Apparently during that 2012-2013 year with the \$5.75 million that was the last year that we had as many out. We brought them back in and created programs. A lot of them were BD kids. We brought them back into the district and began to serve them here and I believe the next year we actually modified the services during the 2013-2014 year to create the programs that we were challenged with for a while at School 20 and MLK. But I'm fairly certain that was a part of it. It was our beginning to serve students in-house at a lower cost than we were paying private providers outside the district. Daisy gave the example.

Ms. Ayala: If we bring these students in-house and we're able to educate them at a lower cost and it doesn't hit the threshold, then we're not going to get any money for that.

Dr. Evans: That extraordinary aid, that extra money they gave us for special education that went above a certain cost for them.

Comm. Irving: Are we talking about private providers or out-of-district placements?

Ms. Ayala: Both.

Comm. Irving: So for 2014-2015 we budgeted \$5.5 million. What's the projection for how much we actually have taken in and spent for this year?

Ms. Ayala: I don't have that. That doesn't come until much later in the summer.

Comm. Irving: But there has to be a projection, right?

Dr. Evans: What we can do is see what we've spent to this point and then knowing what we're going to spend between now and the end of the year. We can get that figure for you.

Ms. Ayala: You can see what we're paying out-of-district and in-house as well and have an idea of what we're going to get based on the criteria of the programs.

Comm. Irving: I just find it quite interesting and confusing given the reasons you gave, Dr. Evans, that we would then have the audacity to put it back in.

Dr. Evans: That's a good question. That's an excellent question.

Comm. Irving: That \$3.1 million comes into play because we at least relied on that number for the last year. Are we spending to the \$5.5 million at this point? Are we spending \$4.2 million? Are we spending \$3 million? If we're spending anything over \$2.3 million right now there's another problem we have in special education that has to be addressed. This is what I'm talking about as far as looking through the budget with a scalpel. There are some implications here that I think everyone has to understand and recognize, not just on this Board, but even in the district. When I proposed this question and nobody knows, that's a problem.

Comm. Hodges: In addition to that, the fact that we're receiving less funding from the state than we're legally entitled to is another problem. That issue is compounded by the fact that if we continue to open up charter schools then we're going to lose additional revenue off the top. At this current rate that's just not sustainable and not compatible with trying to increase the rigor and raise the standard educationally and provide the kind of programming and training that will require to do those things, certainly not over long-term. Comm. Irving, you raised the issue about substitutes, but we still have schools that are short on staff. You're going to have to maintain these substitutes in place in addition to the people on staff because the staff isn't there and we're potentially going to lose some more as soon as Tech opens up. That's going to put an even tighter squeeze on those numbers that's going to drive that amount up.

Comm. Kerr: The simple fact is that we are preparing a budget divorced from the real needs on the ground. When we do that you're definitely going to end up into some problems later down the road. I think for you to have a reasonable budget it has to take into consideration the realities that exist in the district. I think what is happening here is that Dr. Evans is given 'x' amount of dollars and the state is saying let it do what needs to be done. In reality it's not possible for you to get the best that you need to get out of it because you're just not going to be able to spread it out in a way that will adequately address all the issues in our district. My problem is that if Dr. Evans cannot do it, because of course he's part of the state, then we need to make sure that in our deliberations we take into consideration the real needs and issues that exist in this district. Let's talk about them and let the word get back to the state. We have to take a stand. If we don't, then we will be just going along for the ride until we get off the cliff.

Comm. Hodges: But here's the problem, the funding that the state is providing does not comport with the law. That's the fundamental point that you must understand. It does not comport with the law. Paterson has a higher concentration of economically disadvantaged students. Because of that concentration you are asked to do a lot more things to bring those students up to a level that they can successfully compete and those things that you have to do cost additional money. That's not me saying it. That's the Supreme Court of the state saying it. What's going on here now is the slow and progressive undermining of the Supreme Court's decision, which is why I'm hesitant to cut much. If we're continuing to cut then we will reach the point where we begin to underserve – we're almost there now – and not be able to provide the educational services, which is the only reason why we're here. Yes, money doesn't grow on trees and obviously we can't go on forever. But we're going to have to create a system that has a different set of students coming in over the course of time so that we can educate them in a manner that doesn't require all of the remediation and everything else that we're doing. We have schools where we're taking kids who don't have formal training. It costs money to do that. Fairlawn is not doing that. You have a school here, a single language school, for students who have had no formal training whatsoever, non-English

speaking students. You don't have that in Fairlawn. You don't have that in Ridgewood. Those are additional costs that are incurred by opening up an entire school. That has to be taken into account and if you're cutting the budget without regard to that then you are not recognizing what's going on in these types of communities and not really trying to pay for the services that these students require.

Comm. Mimms: As it relates to tuition, I see there's a variance of \$1.2 million. It's almost similar to how the extraordinary aid goes up, down, and fluctuates. It has \$280,000. Then it's \$100,000. Then it's \$1.4 million. I'm trying to get an explanation as to what that speaks to and why there's an influx there.

Ms. Ayala: That \$1.4 million is what Dr. Evans explained about the group population that we were expecting from China.

Comm. Hodges: There's a school that may be opening at St. Joe's hospital.

Comm. Mimms: Which was \$1.2 million.

Comm. Hodges: It was opened up as a school in connection with the Paterson School District and those students would have been trained. There was some private money.

Ms. Ayala: That was federal money that we were anticipating coming in.

Comm. Kerr: Why did we have this number in our budget anyway? Why was it placed in the budget?

Dr. Evans: Because we were anticipating that it would occur. This is in this year's budget and you'll see that it significantly changed for the coming year.

Comm. Kerr: The 2014-2015 budget.

Dr. Evans: No, this year is 2014-2015. The current year is 2014-2015.

Comm. Kerr: Yes.

Ms. Ayala: We were going to get some tuition money from that new population that was coming into Paterson.

Comm. Kerr: The problem I have is when you do your budget they are hard numbers. You know where those monies are coming from. This is something that we're not sure about. It may happen. It may not happen. I just find it hard. \$1.4 million and we stick it in our budget.

Dr. Evans: At the time it seemed hard. We were meeting regularly with the group from China and St. Joe's and things were moving along quite well. Then for reasons that we're not sure the meetings stopped. It's not off the table, but the meetings stopped. I know that other districts were entertaining them, but we're not sure where we are at this point. They were serious and we were serious.

Comm. Mimms: If now we're not sure whether we're going to proceed with this high-performing school, how does that affect us? Are we penalized if it doesn't happen?

Dr. Evans: No.

Comm. Mimms: It just comes off the budget and this number changes?

Ms. Ayala: This is the current year, not the subsequent year.

Comm. Mimms: But the variance would change.

Ms. Ayala: Even if you have \$1.4 million for revenue Dr. Evans talked about the \$1.2 million for expenditure. So we won't expend that this year.

Comm. Mimms: Right. So then this number would change, right?

Ms. Ayala: Yes, at the end of the year.

Comm. Hodges: Any further questions?

Comm. Kerr: I have to look at this, digest it a little more, and come back. In closing my set, I don't want to put Dr. Evans on the spot because I truly understand how difficult your job is. I respect your efforts. Regarding what you know about the needs of this district, Dr. Evans, I know you have tried many things in this district to improve the educational outcomes. But when you look at where we need to be and where we are right now and you look at this budget, do you think this budget is adequate? Or do you think it will carry you to where you think this district should go just looking at the raw numbers in this?

Dr. Evans: That's not a yes/no question. I gave the example from another school district where I was Superintendent with the same size k-12 population with an operating budget that was less and we got the job done somehow. That's a different place and different needs, but the common need was academic improvement and it happened. There are very different circumstances here that weren't there, but the population that we served was essentially identical in terms of demographics and economics. It was identical. That's a hard question to answer. It really is a difficult question to answer. We could always use more. I will take more any time anybody wants to give it to us. But to draw the line and say we need 'x' amount to ensure that students grow academically is always a tough question.

Comm. Kerr: With this we will have to cut programs. We'll have to RIF. It means that there is contraction all around us and the only thing that will not contract in this process are our needs. Our needs are going to grow larger but the means by which we address those needs will be contracted significantly. That's the reason I asked that question. I'm not on the inside to dictate anything, but looking from where I sit I know it's a very difficult thing. I'm just wondering if it's possible. Faith is not a bad thing, but without works it's a problem too.

Comm. Hodges: If I were putting you on the witness stand, Dr. Evans, I would ask you were the programs that we're cutting necessary at the time.

Dr. Evans: Yes.

Comm. Hodges: They provided an educational benefit.

Dr. Evans: Yes. I would also add that some are sunseting intentionally.

Comm. Hodges: But not all of them.

Dr. Evans: Not all of them.

Comm. Hodges: The ones that aren't sunseting that we're going to be forced to cut do provide an educational benefit.

Dr. Evans: Yes, they do.

Comm. Hodges: So the loss of them will mean the loss of the educational benefits.

Dr. Evans: Correct.

Comm. Hodges: That's a way to begin to answer Mr. Kerr's question. Is there anything further?

REPORT OF BOARD PRESIDENT

Comm. Hodges: We had a request a while back to have a six-month evaluation or assessment of the school district. The Board had requested information and that information has now been prepared and we're going to give that to you tonight. It is my hope that on the 12th we can begin to have a discussion about that assessment. We do want to have that completed by the 18th. I will also say that this has not been requested of this district for 15 years. We will add it onto the 11th with the training. One part of the Board retreat that we're going to have is the training on the negotiations. That's going to have to be postponed for another date, hopefully well out of March, maybe later in April.

PUBLIC COMMENTS

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

Comm. Hodges: I may have incorrectly said the 11th. I meant the 12th is the meeting for that Thursday.

Ms. Regana Bracey: Good evening. My name is Regana Bracey. I'm a resident of Paterson. I'm a parent first of two SPED children in the Paterson Public School District. I'm an advocate second to hundreds of parents and thousands of children across the state. My predominant numbers are in Paterson Public School District. I was alarmed last Tuesday when I read the newspaper article on the state complaint that was filed against the district. I'm here to see whether or not the district has given their relief to the state as to what's going to do not only to prevent this from happening in the future, but what we're going to do to fix the errors going forward. As I said, I am an advocate to thousands of children. Not only do I assist them and give the parents the voice at the table, but I teach them. I develop children's IEPs. I understand evaluations. I get results. I am a resident of the city. How can we collectively work together so that this doesn't cost taxpayers more dollars and our children continue to suffer? They are the ones that are at a loss. I see parents knock on the door, but I also see workers close the doors in their faces. They're at the meetings. They don't feel included. They feel undermined. They shut down. They'll come to the meetings. Are we trying every acceptable means as the law states to get them there? That means if we have to send a messenger to knock on their door or send it certified mail return receipt. We invite them to the meeting via conference call. Those things are not being done. We see the district appeasing the districts and it's not just in Paterson. I can speak about districts

across the state from Atlantic County to Sussex County to Morris County. I'm there. I sit at the table. I come to the meetings. I feel the parents' pain. My question again is what are we going to do collectively as a community to make sure our children are being educated in the manner which they should be, not the way that we want them to be? We have different style learners. We have children who are affected by mental health disorders. Across the board it's affecting our schools, our children, the way our teachers teach, and ultimately the output of our children. So I'm here not to attack the district about it, because like I said, I'm there. I know what's going on. I know the story. I know what the files look like. I see the outdated evaluations. What are we going to do? I'm extending my hand. I'm open. I'll sit down because I consider myself a professional at what I do. I've been doing this for over 10 years - commissioned first by the Office of Juvenile Justice in Washington D.C. as a preventative measure to see if there was a correlation between children learning, whether or not they were special education, regular education, or whatever. We need to know ultimately what we are going to do. I am a professional.

Dr. Evans: We're in the process of determining what we're going to do with regards to the specific complaint that's been alluded to. The deadline has been pushed back to when, Ms. Peron? We have until March 31 to develop a plan. As soon as we finish this initial budget iteration this week that's the next item on my agenda. That plan will then drive what we do. In fact, the centerpiece of what we're going to be focusing on is an evaluation of special education that was done by Montclair State University just over a year and a half ago. It very clearly indicates some changes we need to make, some of which we've made, but some we haven't. As I see the problems that we're having they directly tie to those changes we have not made. I shouldn't say any more than that at this point in time.

Ms. Bracey: I know. It's a legal matter. Thank you. I hope that you would look me up and speak to Dr. Fulmore. He knows me.

Ms. Rosie Grant: Good evening, Mr. President, Commissioners, Dr. Evans, staff, and community. I want to share with you first that the PARCC is upon us now. While we did not get the School Board policy around refusals we did get the administrative policy. I wanted to let you know that I continue to work at the state level with our legislators and other groups on four legislative proposals that are being put forward. One is to not allow any sit-and-stare, which we're ahead of the game there, no high-stakes for the PARCC test until New Jersey and the PARCC have figured out what the cut scores are and we have enough time to give children and parents three years of warning before it becomes a high-stakes test, to give information to parents at the beginning of the year about all the standardized tests that their children will be sitting, and to prohibit any standardized testing for kids under grade three. We continue to push those at the state level. Something at the last workshop meeting concerned me, Dr. Hodges. It was a comment, and I can't attribute it to any one person, but correct me if I'm wrong, around the budget discussions. Somebody said, "We'll talk about that in closed session." My understanding of what happens in closed session was different from that, that it had to be legal, personnel, and other confidential matters, which developing the budget is not. It should be a public discussion. I looked it up. The American Association of School Superintendents said that School Boards should exercise extreme caution when they move into executive session. Legal consequences can be the result if a public board is found to have reached decisions that should have been made in an open public meeting. The Sunshine Law also says that matters of the budget in particular should be discussed in an open public meeting. I wanted to bring that to your attention for your information. There are some things that the public just really needs to hear the discussion on. Related to the school budget, I want to urge you to schedule that

workshop. You mentioned that the workshop for the Board did not happen yet and you were in contact with the School Boards Association. There is some discussion around the budget that really needs the information on what is the School Funding Formula. I hear questions about things that this Board really needs to know before you make the budget decisions. I'd be happy to give that workshop. I've been working with the Education Law Center for many years. Please do the workshop and be informed before you make decisions that affect our kids. Thank you.

Comm. Hodges: Before you leave, it has been a struggle to try to get that in the hands of our Board members. Maybe we'll reach out to you as we put together this other approach that we're doing. It was my wish to bring the larger issues, particularly about the School Funding Formula and Paterson's particular situation, to the table. Our Board members need to understand that we're not just an ordinary school district and we have other considerations that we have to deliberate. Scheduling has been a problem. As to your other point about the comment regarding discussing that in private session, the reason we went into private session was to discuss legal options. That may have all the implications that you could consider around the budget. That's what I'll say.

Mr. Charles Ferrer: Good evening, Charles Ferrer. I was sitting here and I was listening when we were talking about the budget. The nice thing about phones is you can Google just about anything. It says here that the New Jersey Constitution clearly identifies education as a state responsibility. It's the state's responsibility. If the city can help out some, fine. It's the state's responsibility. What did the state do with that responsibility back in 2009 when our budget was \$450 million? They cut it and now they're trying to build it up where it once was. They expect us to operate and do more with less. But they take care of their friends down there in Trenton with what they're not giving us. So here are some suggestions as to what we can do. You need to meet with your elected officials on the state and federal levels and request that they create legislation to change how funding is distributed to charter schools. People make choices. I made a choice. I put my son in a Catholic school. That meant I was willing to pay. Charter schools have turned our money into a business for them. The brother runs the school. The other brother runs the food service. Another brother runs the transportation. There was an article that said all the kids were driving around in Mercedes and BMWs because of the money that they were getting from the public school districts into their charter schools. You took it upon yourself to want to start a school because you thought you could do something better. Let's change the law. Let's make it like private schools and other schools. You want to make that a business? Find your funding. Stop taking it from where it's needed. Legislators can change the laws to make that happen. They've changed it to change how pension is done and health benefits are taken care of. If they want to do that, they can do the same thing for our students. Charter schools want to show that they can do it better? Get your own source of funding. Reach out to corporations or write a grant. Stop taking the money from where it's needed. Dr. Evans, Comm. Kerr says you have a tough job because you work for the state. We all work for the state, but you have to be able to ask the tough questions. The funding formula says if you can identify that the money is needed, as Dr. Hodges just said to you that we're going to lose educational services that we can't afford to lose, it's the state's obligation to give you that money. But if you don't ask for it, they're going to say, "He didn't ask for it so why should we give it to him?" It's your job to ask for it. You are in charge of this district. The buck stops with you, right or wrong? You have to ask the hard questions. The Board members will stand behind you and so will the community. You have to ask the hard questions and if you can't ask that question, that's a problem. If you don't ask the questions, the children suffer.

Ms. Angela Muhammad: Greetings. Please pardon my appearance. I was helping some people in the community. In regards to the IEP, hopefully that was a gross misunderstanding. I am the founder of the Do It for Love Foundation. I have reached out to people in the Board of Education. I am a life skills coach for children, teens, and young adults. I also do mentoring. I strive to go to Board of Education and PTA meetings. I don't have any biological children in the school system, which is interesting. That's why I'm here. I know what got me to start going. It struck something in me passionately, something that I could identify with, and I know that if parents start coming out more to meetings it can benefit the whole community. It can benefit members with meeting quotas or whatever the case may be, but it will actually help and benefit the children. As a community member and as a person that works with children I'm offering to help come up with some methods to get parents more involved with the education of their children and going out to meetings. I think there are other groups that are willing to help also. If there's an avenue or place that we can meet, I'm more than willing to help. Our children are our primary investment.

Ms. Linda Gallashaw: Good evening to everyone. My question was also a follow-up to the IEP situation. My organization, the Passaic County Civic League, has received a few complaints from the actual parents of children that are involved in the changes in the IEP. What is the plan? How is it that this is not the first time? I'm being told that this has happened a couple of years ago and we have not yet come up with a plan of action that will prevent this. I'm concerned about that. I need to know that all children are going to be treated equally and that budget cuts are not going to be made based on just saving money. I have an issue with the fact that we're still creating positions at the Board. We're still very much top-heavy. If we're going to look at any cuts, I think we need to realign ourselves with those salaries based on what is available. It seems that the cuts are made directly at the level where the children are impacted. I'm asking you as you evaluate the budget that you look at the top-heavy services, the dual roles that you're allowing people to take in there. I'm a homeowner also. My taxes are affected. We have already received about four increases over the last two years. Now you're thinking or there could be the possibility of increasing our taxes. That's not going to work. I'm also a realtor in Paterson. I'm dealing with a lot of elderly people that are now selling their homes and businesses that are now leaving our town. That cannot be the answer. There has to be a different type of program or procedure that you're going to put in place to reduce the overall cost. I don't think attacking the charter schools is the answer either. We live in a capitalistic society and I think competition is good. If you want to keep the dollars in the public schools then you have to become more competitive. Just to eliminate the money, if the schools are working and they're producing, if the grades say so, then I don't think it's right to take it back to the public school. I think that we need to do more parent involvement. When you're restructuring this budget, please look at parent involvement and participation programs. Losing \$16 million in absenteeism is ridiculous. We have to find a way to get the parents and students motivated to come to school, but that has to be a part of the budget also. We can't look for parents just to wake up one day and say they're going to volunteer and start working towards building the budget numbers. Please make that a part of your action plan. Also, about the website that we have, I don't find sufficient information on there. I'd like to see the report card for each individual school. I'd like to know what schools are passing and failing and what schools are participating in the School Choice. Please take that into consideration. 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.

Comm. Hodges: Before we go into resolutions for a vote at the workshop meeting, I just want to make a couple of announcements. Our Board committees are not all meeting yet. We haven't heard reports for QSAC, technology, family, and government. We're going to need those up and operational, particularly QSAC, because we have some concerns ahead of us. We need all of these committees up and functioning as soon as possible.

Comm. Mimms: (Comments not heard on tape.)

Comm. Hodges: I'll find some time to help you convene that meeting. We are taking a group of 40 students to MIT for a school visit. There may be one seat available for the Board to join us. I'm not sure how we're going to decide who's available or could possibly go, but there's one left. On April 23 they're going to visit the MIT campus. There is a resolution coming before you, but it hasn't made its way to the district yet. Hopefully it will get there by the 18th. This is a huge science program out of PANTHER and there was a request placed to have these students visit MIT as part of this overall science program. We've managed to put that together. There are still some last minute details, but it will be an all-day trip. MIT has shown a great deal of enthusiasm for having our students up there. We're also going to have the administration reach out to them to possibly have an extended partnership and relationship with the school. I'm putting that on the table before I forget so you can look at your calendars.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated March 3, 2015, beginning with vendor number 86 and ending with vendor number 799538, in the amount of \$16,180,263.65; 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.

Comm. Kerr: I just want to inform the Board that I was with Daisy yesterday and we went over the bills list. It's in order. I just want to inform the Board that we did look it over.

On roll call all members voted in the affirmative, except Comm. Mimms who abstained and Comm. Hodges who voted no. 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: 30
Total Cost: \$14,315.50

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Marcella Simadiris	NJASPERD Annual Convention	February 23-24, 2015	\$170.00 (registration)
Teacher/DFN (School 4)	Long Branch, NJ		
*Lisa Pollak	NJICLE 2015 School Law Conference	February 25, 2015	\$220.00 (registration)
General Counsel/Legal Department	New Brunswick, NJ		
*Carol Smeltzer	NJICLE 2015 School Law Conference	February 25, 2015	\$176.00 (registration)
Asst. General Counsel/Legal Dept.	New Brunswick, NJ		
Peter Affinito	Section 504 New Jersey	March 11, 2014	\$189.99 (registration)
Interim Director/Guidance	Hasbrouck Heights, NJ		
Benito Guzman	NJ Buildings and Grounds Association Expo 2015	March 16-18, 2015	\$853.88 (registration, transportation, lodging, meals)
Principal-on-Assignment/Facilities	Atlantic City, NJ		
Oscar Rivera	NJ Buildings and Grounds Association Expo 2015	March 16-18, 2015	\$603.00 (registration, transportation, lodging, meals)
Sector Supervisor/Facilities	Atlantic City, NJ		
Jose Soto	NJ Buildings and Grounds Association Expo 2015	March 16-18, 2015	\$853.88 (registration, transportation, lodging, meals)
Sector Supervisor/Facilities	Atlantic City, NJ		
Juan Vasquez	NJ Buildings and Grounds Association Expo 2015	March 16-18, 2015	\$853.88 (registration, transportation, lodging, meals)
Project Manager/Facilities	Atlantic City, NJ		
Adrienne Warrick	Pediatric Yoga Summit Professional Education	March 17, 2015	\$189.00 (registration)
Physical Therapist/Special Services	Parsippany, NJ		
Aurea Berrios	Infinite Campus Interchange NYC 2015	March 19-20, 2015	\$399.00 (registration)
Data Management Specialist/ Information Management Systems	New York, NY		

Maudellyn Kimbrough	Infinite Campus Interchange NYC 2015	March 19-20, 2015	\$506.08 (registration, transportation)
Supervisor/Information Management Systems	New York, NY		
Jason Lockley (alternate for Lenny Moore)	Infinite Campus Interchange NYC 2015	March 19-20, 2015	\$399.00 (registration)
Coordinator/Information Management Systems	New York, NY		
Lenny Moore	Infinite Campus Interchange NYC 2015	March 19-20, 2015	\$479.00 (registration, transportation)
Supervisor/Information Management Systems	New York, NY		
Frank B. Pajuelo	Infinite Campus Interchange NYC 2015	March 19-20, 2015	\$533.16 (registration, transportation)
Data Management Specialist/ Information Management Systems	New York, NY		
Anita West	Infinite Campus Interchange NYC 2015	March 19-20, 2015	\$459.00 (registration, transportation)
Interim Director/Information Management Systems	New York, NY		
Jonathan Hodges	National School Boards Association 75 th Annual Conference	March 21-23, 2015	\$2066.00 (registration, transportation, meals)
Board President	Nashville, TN		
Errol Kerr	National School Boards Association 75 th Annual Conference	March 21-23, 2015	\$2,066.00 (registration, transportation, meals)
Board Member	Nashville, TN		
Melissa Gentiluomo	Bergen County ETTC iPad in the Early Learning Environment	March 31, 2015	\$75.00 (registration)
Teacher/School 1	Paramus, NJ		
Mary Hawryschuk	Bergen County ETTC iPad in the Early Learning Environment	March 31, 2015	\$75.00 (registration)
Teacher/School 1	Paramus, NJ		
Karen Brinster	Project Search Education Career Fair (PreK)	April 14, 2015	\$249.50 (registration, lodging, meals)
Certification Coordinator/Human Resources	Newark, DE		
Jaime Cangialosi-Murphy	Project Search Education Career Fair (PreK)	April 14, 2015	\$333.67 (registration, transportation, lodging, meals)
Director/Human Resources	Newark, DE		
Clarissa Adams	American Red Cross First Aid/CPR/AED Instructor	April 27-30, 2015	\$250.00 (registration)
Supervisor/Health, Phys. Ed. & Drivers' Ed.	Summit, NJ		
Samantha Castro	American Red Cross First Aid/CPR/AED Instructor	April 27-30, 2015	\$250.00 (registration)
Teacher/SET @ JFK	Summit, NJ		

Mark Ferlanti	American Red Cross First Aid/CPR/AED Instructor	April 27-30, 2015	\$250.00 (registration)
Teacher/STEM @ JFK	Summit, NJ		
Virginia Galizia	Institute for Educational Development/ Reducing Discipline Referrals	April 28, 2015	\$275.00 (registration)
Principal/Alexander Hamilton Acad.	Voorhees, NJ		
Mustafa Dargal	NJ Teachers of English to Speakers of Other Languages/NJ Bilingual Educators, Inc.	May 27, 2015	\$233.00 (registration)
Supervisor/Bilingual/ESL	New Brunswick, NJ		
Anthony Maestry	NJ Teachers of English to Speakers of Other Languages/NJ Bilingual Educators, Inc.	May 27, 2015	\$233.00 (registration)
Supervisor/Bilingual/ESL	New Brunswick, NJ		
Liza Rios Otto	NJ Teachers of English to Speakers of Other Languages/NJ Bilingual Educators, Inc.	May 27-28, 2015	\$278.00 (registration)
Supervisor/Bilingual/ESL	New Brunswick, NJ		
Elba Rosario-Gomez	NJ Teachers of English to Speakers of Other Languages/NJ Bilingual Educators, Inc.	May 28, 2015	\$233.00 (registration)
Supervisor/Bilingual/ESL	New Brunswick, NJ		
Daisy Ayala	NJASBO 53 rd Annual Conference	June 3-5, 2015	\$563.46 (registration, transportation, lodging, meals)
Interim Business Administrator	Atlantic City, NJ		

***For Ratification**

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

Comm. Irving: Who are the Board members who are going to the conference? I thought we were going.

Comm. Hodges: I have managed to secure two rooms down there, but personally.

Comm. Irving: I didn't know if anybody was going.

Comm. Hodges: That was a cot and a living room.

On roll call all members voted in the affirmative, except for Comm. Kerr who abstained on his name and Comm. Hodges who abstained. The motion carried.

Resolution No. 3

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

Whereas, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Project and Technical Management Support for PARCC Readiness, RFP-445-15 for the 2014-2015, 2015-2016 , and 2016-2017 school year(s). Six (6) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which two (2) vendors responded as follows:

Paul J. Mailloux 86 Madison Ave New Providence, NJ 07974	The Antares Group, LLC 168 Christopher Street Montclair, NJ 07042
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Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on February 3, 2015. Sealed proposals were opened and read aloud on February 24, 2015 at 11:00 am in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

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 Healthy School Cultures, Effective School Initiatives; and

Whereas, based on the recommendation of the Evaluation Committee Members, consisting of representatives from the Technology and Reform & Innovations Departments, it is recommended that this contract be awarded for RFP 445-15, to Paul J. Mailloux and the Antares Group, LLC based on 18A18A-4.5 as follows:

School Year	Paul J. Mailloux All Inclusive Per Diem Rate	Antares All Inclusive Per Diem Rate
2014-2015	\$1,365.00	\$1,000.00

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Paul J. Mailloux and The Antares Group, LLC be awarded contracts in the aggregate amount of: Not to exceed \$113,520.00

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

Comm. Cleaves: Is this already in place?

Dr. Evans: Yes. I alluded to consultants who helped us get ready for PARCC. This was actually the second contract. There was a previous agreement that was approved in January initially. It was for a short period of time and this extends it.

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

Resolution No. 4

Whereas, each school district annually adopts the list of Field Trip Destinations for use within the schools of the district,

Whereas, the Paterson Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of our schools, and

Whereas, the field trip conducted for the purpose of affording a firsthand educational experience not available in the classroom, and

Whereas, the Assistant Superintendents have approved/recommended the addition of field trip experiences to support instruction;

Therefore Be It Resolved, the Paterson Board of Education accepts the attached list of approved actions for destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2014-2015 school year.

It was moved by Comm. Martinez, seconded by Comm. Mimms that Resolution No. 4 be adopted.

Comm. Cleaves: Do we have the list of additional field trips? It's just the Barclay Center?

Comm. Martinez: This is for Sunday's basketball game?

Comm. Cleaves: Yes.

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

Dr. Evans: There was an additional item that was to be on this list, Resolution No. 5. I noticed the consultants that are the focus of this agreement have left. I was hoping they would be here. It is the agreement with them, CHA Consulting, Inc.

Comm. Irving: We haven't met in facilities yet. Can we invite them to the next facilities committee meeting and if there are any questions Board members have we can iron them out then and then put it on the agenda and have them come back? Hopefully they'll stay. You told them to leave?

Comm. Hodges: I was approached and I said it was not on the agenda so there was no point in them staying. It's not in facilities.

Comm. Irving: Can we have them come to facilities if there are any additional questions? I know, Dr. Evans, had a conversation with regards to the contracts.

Dr. Evans: I have an issue with the way the contract is written.

Comm. Irving: Right. So let's hammer it out in facilities and then maybe bounce it back so we can talk about it at the regular meeting.

Comm. Cleaves: The facilities meeting is scheduled for Monday.

Comm. Hodges: Were you concerned about the actual item or the legal language?

Dr. Evans: The legal language. We're expending \$1 million, but there's nothing in here that's tied to our savings. They turn in reports. They turn in this and that, but suppose we don't save anything. We've paid them \$1 million.

Comm. Hodges: The question that I broached at the meeting is they charge you at least \$1 million to get an actual guarantee. By going through our consultant and evaluating this process they would then be assured...

Comm. Irving: There are checks and assurances, but here's the thing. It would be good for them to explain that because they were explaining it in a way that we, not being architects... Let's just hammer out those concerns at the next workshop meeting.

Comm. Hodges: I wish you would be there, Dr. Evans.

Dr. Evans: I will.

Comm. Hodges: I certainly have some questions.

Dr. Evans: I was in the last meeting with them and I remember the question that you asked. I felt we'd get some hard products or something. This is very soft.

Comm. Irving: They can't do a hard product until they get into our schools. Why would anybody engage in doing work that they may not potentially get? I think they have to explain that process. We've heard this presentation six times already. I'm all energied out.

Comm. Cleaves: I changed all my light bulbs at home.

Comm. Irving: They made me buy LEDs. At facilities we can hammer out whatever concerns we have.

Dr. Evans: I know there are no guarantees with anything, but I just have to feel that for \$1 million we're going to get something.

Comm. Hodges: It's more than \$1 million.

Dr. Evans: It's \$1.1 million.

Comm. Hodges: That's 20% of your savings.

Dr. Evans: That means we have to save first. Some assurances around the savings or something like that, I just need more than what I'm reading here. This is softer than what I thought I heard when I was in the meeting.

Comm. Hodges: I looked at facilities and saw that it wasn't there.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Hodges: The curriculum committee met on Monday evening. In attendance were Comm. Martinez, Comm. Kerr, and myself. We covered a number of the items. I'll start with A-8, which was a project in partnership with Ramapo College. It is a middle school project for School 6 and New Roberto Clemente where they're going to be modeling this project learning. They're going to bring in four different projects over the course of a semester. They're going to start on April 13. They're going to bring in a problem in a mythical city and they're going to have the students model the roles of various support services, such as veterinary services, engineering, etc. to find what is causing the problem and how you go back and craft solutions to these problems. So they have to investigate the problem and go online. They've created a separate library

up at Ramapo which will house all the data for these mythical data sets that these students will be plowing through. The students then take the data sets and look at them to apply them to finding solutions to these problems. I'm extraordinarily excited by this particular approach. In addition to that, they talked about sustaining this program by having additional projects written within this district. So this could go on and on instead of just stopping when our contract ends with Ramapo and the data will still be available to us. The students can go further and further and you can also export it out to other classrooms. We also covered A-7.

Comm. Martinez: Even though it was brought up at the curriculum meeting it was actually under C-8 in fiscal.

Comm. Hodges: That's right. The dental clinic at the health center has a lot of services available to us. The participation is not meeting any of the free services for students. They currently have an oral health prevention service that's open to all the students in the city. The problem is they're not getting the kind of participation that they're looking for. They say they're available there. They're meeting three times a week. It's a free service and it's underutilized. So we're trying to find out ways to partner with the district to get the word out about these services. We had a report on the IB program for International High School. The application is being developed to the next step. Lastly, the Gifted & Talented Program is expanding to a new cohort. The discussions around this issue were concerning what kinds of teaching occurs from the first semester to the second semester and what kinds of things you need to do to bring the students up to par. They highlighted was that even though teachers were extremely important, they have to institute training around study skills and note-taking so that those students recognize by the end of the first semester that they have to begin to do these other things to be able to maintain themselves at this level of performance educationally. I was very heartened to hear that because obviously that's a concern of mine overall. I don't think that should just stop right there. We need to do other things, not just for that group, but throughout the district. Are there any further questions about A-1 through A-23?

Legal

Comm. Hodges: The legal committee met on March 2 from 5:00 to 5:50 p.m. Present were Comm. Simmons, Comm. Mimms, Comm. Irving, Lisa Pollak, and Boris Zaydel. They discussed ongoing tenure litigation, employee discipline cases, pending real estate transactions, and the district need for additional facility space. They also discussed ongoing lawsuits against the district. Any questions regarding legal items B1 and B-2?

Fiscal

Comm. Kerr: The fiscal committee was scheduled to have met yesterday, but the weather didn't permit us to have one. There's no report, except that I did meet with Ms. Ayala and we talked about the bills list. Tonight we have items C-1 through C-10. Are there any questions?

Facilities

Comm. Hodges: The facilities committee will not meet until Monday. Any questions regarding facilities items D-1 and D-2?

Policy

Comm. Hodges: I know policy and legal are combined so there are no policy items at this time.

Items Requiring Review and Comments

Personnel

Comm. Martinez: The personnel committee met on Monday, March 2 and began promptly at 5:30 p.m. In attendance were Ms. Cangelosi, Comm. Cleaves, Comm. Mimms, and myself. We thoroughly reviewed all personnel resolutions submitted through the committee. We discussed the number of vacancies which we have in the district currently. We were provided outlines of where those vacancies currently were in each division and each school. We also discussed the series of job fairs that will be going on. If I'm not mistaken, we have a few that are coming up this week. We have Ryder University tomorrow and William Paterson University taking place this Friday. We acknowledged and reviewed the comments of the personnel recommendations of the State District Superintendent for March 2015. This concludes my report. Are there any questions?

OTHER BUSINESS

Dr. Evans: If I may mention another weather alert is coming through. The Governor has declared a state of emergency. Is that correct, Ms. Shafer? We've been monitoring the weather. There is a possibility of having another event. How significant? We're not sure. It's depending on which weather caster you look at. I've looked at two or three today and they had slightly different iterations of what's to come. Nonetheless, the Governor has declared a state of emergency. The snow that is expected could impact us so everyone should stay alert for any notices evolving from this event.

Comm. Kerr: Dr. Evans, how many snow days have we had this year already?

Dr. Evans: Two.

Comm. Kerr: Only two?

Dr. Evans: Only two.

Comm. Martinez: How many days do we have baked into our allowance?

Dr. Evans: Ms. Corallo?

Comm. Martinez: She can clarify that with me later on.

Ms. Shafer: We put one snow day in our calendar, so we were okay with that. Now we added in June the next day.

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

The meeting was adjourned at 8:50 p.m.